Second Grade SBRC Rubrics

1-Does Not Yet Meet Standards **2-Approaching Standards** **3-Meets Standards** **E-Exceeds Standards**

Math

1) Applies mathematical practices (MP.1-MP.8)				
Trimester	**1**	**2**	**3**	**E**
ALL (MP.1-MP.8)	**Student has limited ability to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems * Student scores a 1.0-1.5 on math responses using the district created math reasoning rubric.	**Student is developing ability to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems * Student scores a 1.6-2.5 on math responses using the district created math reasoning rubric.	**Student is able to:** -solve problems without giving up -think about words and numbers to solve problems -explain thinking orally -use math models to show work -choose correct math tools -use math vocabulary appropriately -use prior knowledge to solve new problems -look for rules and patterns to solve problems * Student scores a 2.6.-3.0 on math responses using the district created math reasoning rubric.	Student's ability to use a variety of strategies to solve problems exceeds standards.
Assessment: *On-Demand Math Reasoning Tasks , Math Journal Entries*				

Operations and Algebraic Thinking

2) Represents and solves problems involving addition and subtraction (2.OA.A1)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.OA.A1)	With **consistent teacher support,** student has **difficulty** determining operation and in accurately applying an appropriate strategy to solve **one and two-step word problems.**	With **teacher support**, student can determine operation and accurately applies an appropriate strategy to solve **one and two-step word problems.**	Student **consistently** determines operation and accurately applies an appropriate strategy to solve **one and two-step word problems.**	Student can **consistently and independently** determine operation, accurately apply an appropriate strategy to solve **multi-step word problems**, and explain why the chosen strategy is efficient and why it works.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

3) Adds and subtracts within 20 (2.OA.B2)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.OA.B2)	Student is **not yet developing** fluency with using mental strategies when adding and subtracting combinations up to and including 20.	Student is **developing** fluency using mental strategies to add and subtract combinations up to and including 20. Student may use number lines as well as mental strategies at times.	Student **consistently** demonstrates fluency using mental strategies and applies addition and subtraction facts up to and including 20.	Student can **consistently and independently** demonstrate fluency using mental strategies to apply addition and subtraction facts **beyond 20.**
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

4) Works with equal groups of objects to gain foundations for multiplication (2.OA.C3, 2.OA.C4)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.OA.C3)	**With consistent teacher support**, student has **difficulty** determining whether a group of objects (up to 20) has an odd or even number of members.	**With teacher support,** student can determine whether a group of objects (up to 20) has an odd or even number of members.	Student can **consistently** determine whether a group of objects (up to 20) has an odd or even number of members.	Student can **consistently and independently** recognize situations that involve multiplication and solve them accurately.

ALL (2.OA.C4)	**With consistent teacher support**, student has **difficulty** creating a visual representation to model repeated addition.	**With teacher support,** student can create a visual representation to model repeated addition (with up to 5 rows and columns).	Student can **consistently** create a visual representation to model repeated addition (with up to 5 rows and columns).	Student can **consistently and independently** recognize situations that involve multiplication and solve them accurately.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

5) Demonstrates fluency for addition and subtraction within 20				
Trimester	**1**	**2**	**3**	**E**
ALL	Students complete less than 15 correct facts.	Students complete 15-29 correct facts.	Students complete 30-50 correct facts.	Students complete 51 or more correct facts.
Assessment: District created timed assessments				

Numbers and Operations Within Base 10

6) Understands place value (2.NBT.A1, 2.NBT.A2, 2.NBT.A3, 2.NBT.A4)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.NBT.A1)	With **consistent teacher support,** student has difficulty identifying and representing hundreds, tens, and ones.	**With teacher support,** student can identify and represent hundreds, tens, and ones.	Student can **consistently** identify and represent hundreds, tens, and ones.	Student can **consistently and independently** identify and represent thousands, hundreds, tens, and ones.
ALL (2.NBT.A2)	With **consistent teacher support,** student has difficulty counting within 1000, skip-counting by 5s, 10s, and100s.	**With teacher support,** student can count within 1000, skip-count by 5s, 10s, and 100s.	Student can **consistently** count within 1000, skip-count by 5s, 10s, and 100s.	NA
ALL (2.NBT.A3)	With **consistent teacher support,** student has difficulty reading and writing numbers to 1000 using base-ten numerals, number names, and expanded form.	**With teacher support,** student can read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	Student can **consistently** read and write numbers to 1000 using base-ten numerals, number names, and expanded form.	NA
ALL (2.NBT.A4)	With **consistent teacher support,** student has difficulty comparing 3-digit numbers using >, <, or =.	**With teacher support,** student can compare 3-digit numbers using >, <, or =.	Student can **consistently** compare 3-digit numbers using >, <, or =.	Student can **consistently and independently** compare **4-digit** numbers using >, <, or =.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

7) Uses place value understanding and properties of operations to add and subtract (2.NBT.B5, 2.NBT.B6, 2.NBT.B7, 2.NBT.B8, 2.NBT.B9)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.NBT.B5-NBT.B9)	**With teacher support**, student **has difficulty** using multiple strategies and models to add up to 4 two-digit numbers add and add and subtract with and without regrouping within 1,000.	**With teacher support**, student can use multiple strategies to add up to 4 two-digit numbers and add and subtract numbers with and without regrouping within 1,000.	Student can **consistently** use multiple strategies to efficiently and accurately add up to 4 two-digit numbers and add and subtract with and without regrouping within 1,000.	Student can **consistently and independently** use multiple strategies to **efficiently and accurately** add and subtract 2 three-digit numbers beyond 1,000 with and without regrouping; and mentally add or subtract 10 or 100 from a given number.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

Measurement and Data

8) Measures and estimates lengths in standard units (2.MD.A1, 2.MD.A2, 2.MD.A3, 2.MD.A4)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.MD.A1-MD.A4)	**With consistent teacher support**, student **has difficulty** making reasonable estimates of length and in using a ruler to measure in metric and customary units.	**With teacher support**, student can make reasonable estimates of length, use a ruler to measure in metric and customary units, and determine how much longer one object is than another.	Student can **consistently** make reasonable estimates of length, use a ruler to measure in metric and customary units, and determine how much longer one object is than another.	Student can **consistently and independently** make reasonable estimates of length within a given unit, accurately measures objects with multiple tools, and compares the lengths of multiple objects.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

9) Relates addition and subtraction to length (2.MD.B5, 2.MD.B6)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.MD.B5-MD.B6)	**With consistent teacher support,** student **has difficulty** adding and subtracting to solve word problems involving length, and in representing whole number lengths on a number line.	**With teacher support**, student can add and subtract to solve word problems involving length, and represent whole number lengths on a number line.	Student **consistently** adds and subtracts within 100 to solve word problems involving lengths given in the same units; and represents whole number lengths on a number line.	Student **consistently and independently** adds and subtracts beyond 100 to solve word problems involving length; and represents whole number lengths on a number line.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

10) Works with time and money (2.MD.C7, 2.MD.C8)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.MD.C7)	**With consistent teacher support**, student **has difficulty** telling time from analog & digital clocks to the nearest 5 minutes.	**With teacher support,** student can tell time from analog and digital clocks to the nearest five minutes using a.m./p.m.	Student can **consistently** tell time from analog and digital clocks to the nearest five minutes using a.m. and p.m.	Student can **consistently and independently** tell time from both analog and digital clocks to the nearest minute using a.m. and p.m., and demonstrate some ability to solve problems involving elapsed time.
ALL (2.MD.C8)	**With consistent teacher support,** student **has difficulty** counting, drawing, and solving problems involving money up to one dollar.	**With teacher support,** student can count, draw, and solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols as appropriate.	Student can **consistently** count, draw, and solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using $ and ¢ symbols as appropriate.	Students can **consistently and independently** count, draw, and solve word problems involving money up to and/or over one dollar.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

11) Represents and interprets data (2.MD.D9, 2.MD.D10)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.MD.D9-MD.D10)	**With consistent teacher support**, student **has difficulty** representing, reading, and interpreting data on line plots, picture and bar graphs; and in solving problems using the information from graphs.	**With teacher support**, student can represent, read, and interpret data on line plots, picture, and bar graphs. Student **requires teacher support** to solve problems using the information from these graphs.	Student can **consistently** generate data by measuring lengths, represent, read, and interpret data on line plots, picture, and bar graphs; and solve problems using the information from graphs.	Student can **consistently and independently** generate data by measuring lengths, represent, read, and interpret data on line plots, picture, and bar graphs; solve problems and create and answer questions using the information from graphs.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				

Geometry

12) Reasons with shapes and their attributes (2.G.A1, 2.G.A2, 2.G.A3)				
Trimester	**1**	**2**	**3**	**E**
ALL (2.G.A1-G.A3)	**With consistent teacher support**, student **has difficulty** identifying, drawing, partitioning (halves, thirds, quarters), and describing attributes of a shape given its name or attributes, and in solving problems accurately based on the attributes of a shape.	**With teacher support,** student can identify, draw, partition (halves, thirds, quarters), and describe a shape given its name or attributes, and solve problems accurately based on the attributes of a shape.	Student can **consistently** identify, draw, partition (halves, thirds, quarters), and describe a shape given its name or attributes, and solve problems accurately based on the attributes of a shape.	Students can independently and consistently identify, draw, partition (halves, thirds, quarters, etc.) and describes a shape given its name or attributes, and consistently and accurately solve problems involving the attributes of a shape.
Assessment: End of the Unit Tests, Formative Tasks, Common Summative Assessments				